

R E P O R T R E S U M E S

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FINAL REPORT OF THE EXPERIMENTAL ELEMENTARY GUIDANCE PROJECT
IN THE KENT STATE UNIVERSITY SCHOOL, 1966-67.

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SCHOOL, KENT

THE KENT STATE UNIVERSITY SCHOOL ELEMENTARY GUIDANCE
PROJECT PROVIDED MANY SERVICES INCLUDING--(1) A
PREKINDERGARTEN TESTING PROGRAM INVOLVING THE ESTABLISHMENT
OF CLASS NORMS AND PARENT MEETINGS AND CONFERENCES, (2)
INDIVIDUAL STUDIES OF PARTICULAR CHILDREN, (3) COORDINATION
OF THE TESTING PROGRAM, (4) INDIVIDUAL AND GROUP COUNSELING,
(5) PARENT CONSULTATION, (6) COORDINATION OF CHILD-STUDY
GROUPS FORMED OF PARENTS, (7) TEACHER CONSULTATION, AND (8) A
WEEKLY BULLETIN WHICH REVIEWED ARTICLES OR RESEARCH REPORTS
ON CHILD GROWTH AND DEVELOPMENT. VARIOUS ASPECTS OF THE
PROGRAM WERE EVALUATED, CHIEFLY BY THE USE OF QUESTIONNAIRES.
FROM THE RESPONSES OBTAINED, THE FOLLOWING STATEMENTS COULD
BE MADE--(1) PARENTS FELT THAT ELEMENTARY GUIDANCE WAS MOST
VALUABLE AS A MEANS OF HELPING INDIVIDUAL CHILDREN WITH
ADJUSTMENT, AND (2) TEACHERS ACCEPTED ELEMENTARY GUIDANCE AS
AN INTEGRAL PART OF THE SCHOOL PROGRAM AND FELT THAT THEY, AS
WELL AS PARENTS AND STUDENTS, HAD PROFITED FROM IT. AS A
RESULT OF THE EVALUATION, THE FOLLOWING RECOMMENDATIONS WERE
MADE--(1) A MALE AND A FEMALE COUNSELOR SHOULD BE AVAILABLE
AT ALL GRADE LEVELS, (2) THE SERVICES OF A SCHOOL
PSYCHOLOGIST AND SOCIAL WORKER SHOULD BE AVAILABLE, AND (3)
CONTACT BETWEEN GROUPS OF PARENTS AND THE COUNSELORS SHOULD
BE INCREASED, PARTICULARLY IN THE LOWER GRADES. (SK)

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REPORT OF ELEMENTARY
GUIDANCE PROJECT

June 30, 1967.

Kent State University School
Richard Dempsey, Director

CG 000 414

FINAL REPORT OF THE EXPERIMENTAL
ELEMENTARY GUIDANCE PROJECT IN THE KENT STATE
UNIVERSITY SCHOOL
1966-67

SUBMITTED TO THE DIVISION OF GUIDANCE
AND TESTING, STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

Prepared

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OFFICE OF EDUCATION

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PROJECT PROPOSAL

A. The School

Kent State University School serves youth from kindergarten through grade twelve. Students are admitted on the basis of application. About 25-30 percent of the students have parents employed by the University. The distribution of males and females is kept approximately equal although in the elementary school the ratio may get out of balance. The enrollment is kept constant with 50 students in two kindergarten classes, 30 in each of the grades 1 through 8, and between 95 and 100 in each of the grades 9 through 12.

The socioeconomic background of students has great variation. Parents of students range in background from executives of the rubber industry and college professors to unskilled laborers and service employees at Kent State University. Because of the availability of remedial reading programs, psychological services, and child study facilities, some families whose children present learning and personality problems move to the area. Their children are enrolled in the school to get help not always available in public schools. Other children are enrolled because their parents believe the University School will better meet the needs of academically talented students. The median I.Q. of students in grades 1 through 8 is approximately 116 on the Lorge Thorndike. The I.Q. range is from a low of seventy-five to over 150 with a standard deviation of about 13.

Because of the interest in education expressed by most parents, there is ready acceptance of new ideas. Teachers are aware of recent educational innovations and are interested in both trying and evaluating them. Thus, it is possible to introduce new programs with a minimum of resistance.

B. The Need

The Kent State University School is a facility used by Kent State University for teacher education. It is used as an observation center where teachers, pupil personnel workers, curriculum specialists and administrators in training may observe school programs in action. The functioning of a complete guidance program for grades kindergarten through twelve is essential to serving this purpose.

The experience of a first year of elementary guidance made it possible to identify the areas of greatest need. The elementary guidance project was originally designed as a "comprehensive guidance service" to give priority in serving developmental needs of all children. However, one year of experience provided evidence that there were other needs which should be met concurrently with the "comprehensive guidance service" approach.

Certain priority demands upon the counselor's time during the first year of the project made it advisable to expand on the projected needs for this past year. These priority

demands included, among other things, giving attention to students who manifested deviant behavior in the classroom, learning problems of various types, developmental lags, coordination dysfunctions, immaturity, personal-social adjustment problems, and certain physical disabilities. Parent consultation became a concomitant part of meeting the needs of children. The distribution of time to the various areas of need made it necessary for the counselor to appropriate less time to serving "all" children and more to those with specific needs.

In addition to its commitment to teacher education through demonstration, the University School has a responsibility for educational experimentation. The relationship between Kent State University and the University School facilitates both the development of experimental programs and their evaluation. In order to keep abreast of what is new in education, it is imperative that the University School institute programs and develop procedures which there is reason to believe will have value in other schools.

C Research

The research objectives expressed below were part of this project. They were to:

1. Study the relative effectiveness of individual and group counseling approaches in the elementary grades.

2. Identify pupil needs as they are related to the guidance services provided. An effort will be made to determine developmental changes in the nature of these needs.

These two research objectives were included as components of other dimensions of the project rather than as separate entities.

D. Project Purposes and Objectives

The elementary school guidance program for 1966-67 had both demonstration and research objectives. Its purposes were to:

1. Demonstrate the effectiveness of a guidance program which is geared to meet the manifest needs of elementary children at the University School. These needs may be identified by teachers, parents, other school personnel, or the child.
2. Conduct research on two specific problem areas of elementary guidance activities: counseling and identification of needs.

Demonstration

The project was originally designed with an emphasis on seeing all children rather than just those who manifest specific needs. However, as the project got under way last year, it became evident that requests

from teachers for the counselor to help children with specific needs took priority. to serving "all" children. Elements of "comprehensive guidance services" remained as part of the approach through orientation to all student, testing, parent and teacher consultation, and the "every pupil visit", but there was less time devoted to these areas than was originally planned.

E. Project Description

The project

The elementary guidance project described is a continuation and expansion of the program which began during the 1965-66 school year as one of the state supported elementary guidance projects. During this year the following services were provided through the elementary guidance department. Pre-kindergarten testing program, orientation of guidance services to all elementary pupils, group counseling for five different groups of students, counseling for individual pupils, parent consultation, individual child study, group testing, editing and distribution of "Insights" to teachers (a resume or summary of some article relating elementary guidance to classroom instruction), serving as a resource to school systems, graduate students, graduate classes, and other professional people interested in elementary guidance, preparation of a video tape of the

counselor working with a six grade boy, providing the opportunity for every pupil in the elementary grades to visit the counselor, a pilot project of conducting Child Study Groups for parents, a sensitivity experience for seventh grade girls, and provided specialized help for children with specific behavioral and learning problems. Studies are in progress to determine the results of differential approaches to orientation to guidance services and a follow-up to the identification of pupil needs. All of the previously mentioned services were provided for the 1966-67 school year. The elementary guidance personnel became more involved with parent education this year by providing selected reading material for them and meeting with small groups of parents. The counselor served as a resource to parents by serving as a leader for study groups, helping them to understand causation of specific learning difficulties, and assisting them in developing awareness to the developmental needs of children. There was one full-time certified elementary counselor serving grades kindergarten through six, a half-time graduate assistant to serve grades seven and eight, and a half-time graduate assistant to work with small groups.

The counselor was under the direct supervision of the assistant director for pupil personnel. The development of the program was consistent with the direction established by

a steering committee and the philosophy of the school. The steering committee consisted of the assistant director for pupil personnel, coordinating director, high school counselor, elementary counselor, and the teachers from grades kindergarten through sixth. Professors Arnold, Litwack, Snyder, Wonderly and Dempsey served as consultants in program development and evaluation.

Budget

The actual budget of the project is given below.

Personnel Costs.....	\$19, 591.00
Testing Costs.....	90.00
Materials(books, paper, video tapes)..	560.00
Miscellaneous.....	<u>250.00</u>
Total	\$20, 491.00

DESCRIPTION OF PROJECT OPERATION

A. Kindergarten Program

The pre-kindergarten testing program was continued and expanded from last year. Every child admitted to kindergarten was tested during the summer or early fall with a battery of individual tests including the Stanford Binet Intelligence Scale, the Bender-Gestalt Perceptual Motor Test, and the Draw-A-Person. Each parent was invited to observe the testing procedure through a one-way window. The testing was conducted by the pre-interns in the school psychology program. It is felt that by providing this opportunity for parents to observe their child in this unique setting it would give them insight into a new dimension of their child and appreciation of the value and limitations of test results.

The counselor talked with each set of parents during the testing procedure and answered questions which they had regarding the program or the School. It was felt that this contact was valuable in improving communication between the home and the school.

After the testing was completed for all the children, norms were established for the kindergarten class. Profiles were then developed for each child with the following areas plotted:

Chronological Age - reported in years and months

Mental Maturity - reported in years and months

Learning Aptitude - reported in stanines

Vocabulary - raw score of correctly defined words

Judgment and Reasoning - raw score of judgment and reasoning items on Stanford Binet

Visual Motor - score on Bender-Gestalt Perceptual Motor Test

Indicators on Draw-A-Person - positive and negative indicators

A group parent meeting was held during the fall quarter at which time each set of parents was given an individual folder with the test results of their child. General interpretation was given for each dimension and the parents were assisted to determine areas of strengths and weaknesses in their child as indicated by the tests. An invitation was then given to parents to make individual appointments with the counselor if they wished to discuss the test results in more detail.

The group meeting with parents created much interest in the program among parents and approximately one-fourth of them returned for individual conferences with the counselor. It was significant that many of those who came for individual conferences were parents whose children demonstrated a noticeable weakness in a specific area. Many of them were interested in learning of ways to help their child. It was felt that this

early contact between the School and the home facilitates meeting the needs of individual children and assists in the development of the child's potential as these two institutions work together to foster the development of the child.

No objective evaluation of this project was made this year. The results of the evaluation made last year were sufficiently positive to continue the program. The teachers and parents have expressed enthusiasm for this approach to increasing understanding of each child and improve communication between school and home.

B. Individual Child Study

Intensive child study was conducted when preliminary information indicated need, primarily in kindergarten, first, second and third grades. Specific learning disabilities and behavior patterns that interfered with school performance were the two most frequent categories of problems referred by parents and teachers for individual child study. Early diagnosis and remedial help for a child experiencing difficulty assured the child of maximum efforts expended for his welfare. Two graduate assistants were employed to assist in this program. One was used primarily for diagnostic work and the other was used primarily for remedial programming.

The outcome of the individual child study resulted in two general courses of action. One, the child was referred to another professional agency which could give further diagnostic help, or two, a specific remedial program was designed within the School to help the child with his specific problem. There was an increase in the use of both of these procedures during the year. They will be described in detail in other sections of this report.

The counselor worked closely with the teachers, the graduate assistants, and the parents in coordinating the necessary steps for intensive child study. Consultation with the teacher, appraisal of the child, and conferences with the parents were essential steps in child study procedures when specific disabilities were observed.

C. Testing Program

The elementary counselor was responsible for the organization, administration, and reporting of group and individual tests. During the month of October the Iowa Test of Basic Skills was administered in grades three, five and seven. The Ohio Survey Test was given to grades four, six and eight. The Lorge-Thorndike was administered during November to grades three, six and eight. The results of these tests were discussed with the teachers and shared with the parents either through a

special mailing or by an individual conference between the teacher and the parent.

At the end of the school year the Metropolitan Achievement Test was given to the second grade and the Stroud-Hierononous Reading Test was administered to the first grade. The kindergarten class took the Metropolitan Readiness Test as a measure of comparison with the battery of tests taken during the summer prior to their kindergarten experience.

Throughout the year several other assessments were made of particular groups. The California Test of Personality was administered to seventh grade students and the Bender-Gestalt Perceptual Motor Test was given to all first grade pupils.

The counselor was also responsible for coordinating the individual testing done for child study or other purposes. Requests for individual intelligence tests, reading performance, visual motor coordination, or projective measures came from teachers and occasionally parents. Most of this testing was done by the graduate assistant but was scheduled at the request of the counselor.

D. Individual Counseling

Individual counseling with elementary children is a very important part of the counselor's responsibilities.

A wide variety of adjustment, social, emotional, or family

problems have been observed among the elementary children. Sensitivity to these students and their needs is critical if the school is to assist them with the mitigation of their problems. As the teacher and counselor work together in identifying and solving existing needs, a child will be able to make more adequate adjustment. Individual counseling constituted a very important part of the counselor's activities. Requests for counseling children have come from teachers, parents, and occasionally through self-referral.

An attempt was made by the counselor to see every child in grades two through seven some time during the school year as part of the program in individual counseling. A detailed description of this phase of the program is given in section F of this report.

An evaluation form was completed by each child in grades two through six expressing their feelings and perceptions of how the counselor functioned. A report of this evaluation is included in the evaluation section of this report.

E. Group Counseling

During the first year of the elementary guidance project group counseling was introduced as a means of resolving adjustment problems manifested by children. A total of forty-five group sessions were held the first year. During the second year of the program group counseling was expanded to a total of

eighty group sessions.

Two groups of kindergarten children were selected for supervised play activity as a result of observations of patterns of immaturity and aggression. Intensive sessions in play activity were conducted twice a week over a period of six to eight weeks to help the children develop appropriate behavior patterns. Although no objective criteria were used to assess change, it was observed by teachers that the behavior of the children improved during the period of the group sessions.

Two groups of first grade children were also selected for supervised play activity. These children demonstrated social reserve which seemed to be interfering with academic progress and social adjustment. By providing each child with the opportunity to express himself verbally and behaviorally within a small peer group, it was possible to observe changes in attitude and performance in these children.

Five fourth grade boys were identified by the teacher and the counselor as having low self-concepts and who could possibly profit from group counseling. The counselor met with the group once a week for sixteen weeks. A behavior rating scale was used before and after counseling as a measure of change in the boys. The results are reported in the evaluation section of this report.

Group counseling was provided for seventeen seventh grade

girls who were divided among three counseling groups. The report of this project is discussed in the evaluation section.

Two other groups of children from grades two and four were selected by the teacher and counselor to participate in group counseling. Neither of these groups continued long enough to warrant an evaluation of the outcomes due to the close of the school year.

F. Every Pupil Project

One of the dilemmas in which elementary school guidance counselors are caught is that of serving both the well adjusted child and the poorly adjusted child. Many elementary school counselors are rapidly gaining the reputation of working only with those who present problems. One of the concerns of the staff at the University School is that the elementary school counselor provide services for all students and not just for those who have difficulties. It is important that the staff, the students, and the parents view the counselor in this way.

One of the attempts used to create a positive image of the counselor was to insure that every child in the elementary school visit the counselor at least once during the year. The University School has an enrollment small enough to make this a practical procedure when planned over most of the year.

The plan was discussed with the teachers and implemented in the following way.

An appointment slip with the face of a clock on it was used to designate the time the child should come to the counselor's office. The slip was placed in the teacher's mail box the evening before or early on the morning of the appointment. One-half hour blocks of time were reserved for these sessions, although many of them took only fifteen or twenty minutes. During the session the counselor gave the student the opportunity to talk about anything he wished. It was felt that by giving the child this freedom to freely express his feelings about school, teachers, peers or family it would create an openness which would work to the advantage of the child. It was discovered that some children seemed more free to return to the counselor's office at a later time as a result of this initial contact.

Children were very open in talking about their concerns related to school, teachers and peers. During the session the counselor structured a number of questions for the child's discussion and a tabulation was made of specific responses. The results of this tabulation is discussed in the evaluation section of this report.

The counselor found "every pupil contact" very valuable in learning to know all the children in the school. This facilitated acquaintance with both pupil and parent. Notes were kept on each session which were used at times when discussing a child

with a teacher. It was also discovered that the counselor occasionally identified a need, concern, interest or talent of which the teacher was not aware. It was felt that this relationship and emphasis contributed to the image of the counselor as one who was concerned about the growth of all children not just those with problems.

G. . Parent Consultation

The counselor's involvement with parents began during the summer prior to the opening of school as he coordinated and participated in the orientation and testing program for pre-kindergarten children. All parents were invited to observe the administration of the Stanford Binet Intelligence Scale as it was given to their child. The counselor talked with each parent during this time and invited them to return in the fall for an interpretation of the test results.

Early in the school year the counselor met with the parents in a group meeting and discussed the test profiles. Individual conferences were held later with parents who wanted a more detailed discussion of the significance of the findings.

During the year the counselor conducted a total of eighty-five parent conferences in addition to twenty group meetings. This represents a thirty percent increase over the number of individual parent conferences last year. The conferences ranged in purpose from test interpretation to helping parents

understand the dynamics of particular behavior patterns. A complete breakdown of types of conferences is given in the evaluation.

It is the feeling of the counselor that working with parents has been both effective and fruitful. Parents are strategic persons in the child's life and by serving as a resource to parents it is often possible to provide help and assistance that has a more permanent effect than working with either the child or the teacher.

A questionnaire was sent to parents at the end of the year asking for their appraisal of elementary school guidance services. The results are reported in the evaluation section.

H. Child Study Groups

The counselor's philosophy that working with parents is fruitful was responsible for the pilot project initiated during the winter and spring in working with groups of parents. A letter was sent to parents who had children in kindergarten, first or second grade inviting them to participate in a child study group. It was suggested that the groups would be small in number and would meet once a week for six weeks to exchange ideas about children. The counselor was to serve as coordinator of the groups.

Eighteen parents expressed interest in this proposal and three different groups were formed. It was arranged that the

groups would meet during the day because of the amount of time involved and other conflicts which precluded the use of evening hours.

The first meeting with each group was used to give orientation to the purpose of the study groups and to plan the following meetings. The counselor informed the group that he was serving as the coordinator of the study groups, but the members were to plan the kinds of experiences they desired to have. The following report of one of the first meetings is included to give a better understanding of a child study group. This was group A.

Child Study Group A
3-28-67

"The first Child Study Group met today at 2:00 p.m. in the home economics lounge. This group is made up of the following individuals. Mrs. Fred W., Mrs. John L., Mrs. D.W.J., Mrs. Vernon R., Mrs. William O., and Mrs. Don M.

Mrs. Fred W. called the counselor's office to inform him she would be unable to attend the meeting today because of illness. Mrs. D.W.J. did not come which left four members besides the counselor.

Detail was taken care of in the following order. Each member of the group introduced himself by telling a little about his background, family, and interests. The counselor then

Child Study Group A
3-28-67
Page 2

defined his role in the group as being one of a coordinator to facilitate and implement whatever the group wanted to do during the discussion periods. The counselor made it clear that he was not serving as an expert in any area but rather as a leader of the group in helping to bring about the kinds of experiences which the group desired to have.

The counselor then asked each member of the group to state his expectations and elaborate a little on why he chose to participate in this kind of a group. Mrs. O. indicated that her primary interest was that of finding out more about the school as it existed and why it existed. She wanted to find out more about the philosophy of the school and its thinking about children. Mrs. M. indicated she was at the other end of the continuum since she was associated with the University School for 14 years. She expressed her interest in discussing problems which children have such as peer and sibling relationships. Mrs. R. expressed her interest in discussing readings and literature that is available other than "Spock." Mrs. L. expressed her interest in finding out more about the expectations for different age levels of children.

The counselor then asked the group how they would like to proceed in terms of planning for the following weeks. He

Child Study Group A
3-28-67
Page 3

reminded them that the original contact had indicated a one hour period once a week for six weeks. The group desired to maintain this schedule in a very tentative way with the option of extending it to the end of the quarter if they so desired. The group felt it would be a very excellent thing to allow flexibility in the schedule.

The counselor then asked how they wanted to plan for the next five sessions. As a point of reference the letter which had been sent to each of the parents was re-read in parts and elaborated upon. The counselor then suggested various options such as open discussions, resource speakers, films, discussion of readings, etc. as possibilities for inclusion in the planning. Several of the group remarked that they all sounded so good it would be difficult in finding enough time to cover all of the areas. Several of the group then suggested the possibility of having Dr. Dempsey speak to the group regarding the philosophy of the school, problems which the school has because of the uniqueness of its operation, his philosophy regarding qualities in teacher selection, a report on last summer's program, and plans for the coming summer. It was then suggested that a period of time be allowed for interaction and perhaps the last thirty minutes could be devoted to questions and answers.

Child Study Group A
3-28-67
Page 4

One of the group expressed her interest in having bibliographic material presented to the group and readings from which the group could profit. Several of them expressed interest in this area and it was finally decided to spend two sessions on interaction with the readings which the counselor would provide. Another member of the group suggested having some of the teachers sharing in a time of interaction discussing expectations of certain age levels. Two of the group then suggested it would be good to have expectations particular in the first grade since three of the four members present had children who would be in the first grade next year. One of the group mentioned Miss Sajo as a possibility and another member mentioned Mrs. Prentice. It was decided that these two would be asked to share in a session of interaction.

The schedule was then arranged to have Dr. Dempsey come next week if he is able, distribute readings at the end of next session which will be used for a foundation of discussion during sessions two and three. It was decided that the teachers would participate during the fourth session after which the group would decide what to do on the following weeks.

Mrs. O. mentioned the possibility of her husband getting films which may be useful for the group. She indicated that

Child Study Group A
3-28-67
Page 5

perhaps this could be planned during an evening when the husbands could attend. Discussion was also given to the possibility of opening this up to all members of the three groups and their spouses and have an evening of film showing in the University School auditorium.

The group seemed to be rather excited with the potential of this kind of session. It is the feeling of the counselor that there was good rapport and enthusiasm for the program. One of the group likened it to a group experience similar to a class without tests. It is planned that the group will meet in the faculty cafeteria next week."

* * * * *

Study Group B chose to review and discuss films for the six meetings. The counselor selected significant films which were available from the Kent State Audio-Visual Aids Department. The films used were:

- "The Conscience of a Child"
- "Children's Emotions"
- "Jamie--The Story of a Sibling"
- "Sibling Relationships"
- "The Society of Children"
- "Of Skates and Elephants"

This group decided to extend their sessions for two additional weeks after the six week period.

Group C got off to a slow start because of some unavoidable circumstances. One member never attended because of withdrawing her child from school. Another member transferred to the A group because of a schedule conflict. Another member was unable to continue after the first session because of baby sitting problems. The other three members of the group continued for four weeks and then transferred to another group because they felt their group was too small.

Comprehensive questionnaires were given to each participating member of a group as an approach to evaluate the Child Study Group experience. The results are reported in the evaluation section.

Following the termination of the meeting with the Child Study Groups, an evening was designated to invite parents to a "film festival." This had been requested by one of the study groups and was open to all parents of kindergarten, first, and second grade children. The films were selected from the Kent State Audio-Visual Aids Department as having relevance and significance for parents.

I. Human Relations Study

During the winter quarter it came to the attention of the counselor that a number of seventh grade girls were having problems. Some were academic in nature, others were in interpersonal relations, and others were behavior problems. It was

decided that four periods each week would be blocked out for the counselor to work with these girls. The entire class of girls was asked to participate in the program which would be labeled as "human relations." Seventeen girls were divided into three groups and each group met once a week for the twelve week period.

The counselor used a sensitivity training approach in working with the girls. He kept in contact with the teachers during this time in order to determine changes or progress in their behavior and performance.

A staff meeting was called after four weeks to discuss the status of the problems and what direction to follow. Later in the quarter a questionnaire was sent to each junior high teacher for an appraisal of progress.

At the close of the quarter each girl was asked to complete a questionnaire assessing her feelings and perceptions of the group experience. The results are included in this report under the evaluation section.

J. Teacher Consultation

An elementary school counselor must work closely with teachers if he is to be an effective counselor. He is a resource person who must be readily available to the teacher for discussing ways of helping to develop the potential of each child.

This service was provided for the teachers, although it was not structured or scheduled in any way. The counselor was available before school, during school, and after school to talk with teachers. A record was made of fifty-five teacher conferences throughout the year which did not include many of the unplanned conferences which were held when the teacher just stopped in to see the counselor about some problem, or when the counselor informally stopped at the teacher's office to discuss a child.

Several small group meetings with teachers were held on a voluntary basis, although the response was not overwhelming. These meetings were informal and the topics ranged from philosophical issues to specific problems in the classroom. The goal of such meetings was to improve working relations among teachers and exchange ideas about children.

Comments by the teachers on an evaluation sheet at the end of the year indicated that they felt a need for the elementary school counselor to be more involved with teachers. This suggestion is noted as a recommendation for next year.

Another resource service provided for teachers was the weekly bulletin entitled "Insights." This was a one page review of some pertinent research or article in the area of child growth and development which had significant educational implications. This is discussed in more detail in section N of this report.

K. Demonstration

A unique aspect of the elementary guidance program at the University School is its value as a demonstration and instructional program. College students who are observing elementary education have been given opportunities to observe and discuss elementary guidance at work. This has provided them with an opportunity to learn of the merits of such a program before entering the teaching profession. The counselor also met with the individual undergraduate and graduate students to discuss the elementary guidance program. On several occasions these students returned for several conferences or were directly involved in some type of activity which gave them first-hand experience in this kind of endeavor.

Pupil personnel staff from other school systems visited the University School on various occasions to observe elementary guidance in action. This provided them with ideas and materials for consideration as they planned for elementary guidance in their own systems. Approximately twenty copies of the sixty page elementary guidance project report of 1966 were distributed to individuals who were interested in the project at the University School. This report contained a complete analysis and description of elementary guidance at the University School.

L. Records System

One of the unique features of the project is the type of

records kept by the counselor. A complete report was transcribed and type written on each child, parent, or group of children with whom the counselor met. Conferences with teachers were written up only as a part of the child or parent report unless it was a special problem where a separate record needed to be made.

Reports were also written after each Child Study Group met with the counselor.

The purpose for this kind of elaborate record keeping is to provide ready information about a child or parent. Continuity of a child's progress or a parent's involvement is important for maximum effectiveness in working with a family. Changes in personnel within the School often effect the amount of knowledge transmitted about a child. Extensive records will provide information of a permanent nature which will not be effected by change in staff or personnel workers.

M. Review of Literature

During the 1965-66 school year a weekly bulletin was released to elementary teachers each Monday morning reviewing a position article or a piece of research in the area of child growth and development which had educational implications. This practice was continued this past year with the elementary school counselor serving as coordinator. Material was selected from a wide variety of publications related to the interests

and concerns of teachers. This project was expanded this year by issuing the bulletin to all teachers rather than only elementary teachers at the school. Comments from secondary teachers confirmed the decision that teachers at all age levels would be interested in the reading material.

The material in "Insights" was used at times as the basis for discussion material in small group meetings for parents and teachers. The Child Study Groups composed of parents were especially interested in the material for discussion purposes. Surplus copies of "Insights" from last year were freely distributed to these parents. Issues of special interest were selected for intensive reading and discussion.

The periodical Elementary School Guidance and Counseling gave a brief report on the distribution of "Insights" in the fall 1966 issue. Requests came from New York, Maryland, Pennsylvania, West Virginia, Iowa, Louisiana and California for sample copies of the bulletin. The requests came from counselors, supervisors, NDEA Institute Director, visiting lecturer, counselor educators, principals and guidance and health director.

The elementary school counselor wrote an article describing the project of "Insights" which has been accepted for publication in Elementary School Guidance and Counseling.

N. Perceptual Training

In the proposal for the 1966-67 elementary guidance project,

it was recommended that a graduate assistant be employed for the specific purpose of working with small groups of children who demonstrated symptoms of distractability, hyperactivity, short attention span, and erratic behavior.

One first grade boy came to the attention of the counselor very early in the school year. He was high average in ability but very restless, hyperactive, and easily distracted. The counselor included him in a play activity session during the fall quarter. However, his pattern of behavior became increasingly worse until it was necessary to restrict the child to morning attendance only.

It was then decided to assign the graduate assistant to the child for special help in the afternoons to see if improvement could be observed. This became the start of working with children who demonstrated high distractability and hyperactivity. Staffing was held periodically to discuss the case and plan for programming. It was felt that change in behavior was slowly occurring when the parents suddenly withdrew the child from school for reasons unrelated to the project. Because of this premature termination of the special assistance offered to the child, it was not possible to determine the degree of success of the individual attention.

Three other groups of children were identified as having difficulties of a perceptual nature with whom the graduate assistant worked during the spring quarter. Two groups were

from kindergarten and one was from first grade. The graduate assistant worked with the two kindergarten groups twice per week and the first grade group every day of the week. He used the Frostig Perceptual Training Program in helping these children to develop adequate skills in perceptual discrimination. The sessions lasted for thirty minutes at a time. The teachers and the graduate assistant reported the program as highly successful. It is felt that both the perceptual training and the special attention within the small group contributed to the success of the program.

Two first grade students who were part of the group discussed above were retained for a full hour for special help. They received attention in reading and arithmetic after the perceptual training period. A letter from one mother indicated she had noticed remarkable improvement as a result of the special attention given to her child.

0. Group Guidance

The service of group guidance for grades two, three and five was initiated this year. The counselor met with each of these classes once a week during the spring quarter to provide an opportunity for children to develop sensitivity to social skills and appropriate behavior. The major approach used was the showing of carefully selected films which stimulated thinking among the students. The sessions were thirty minutes

duration and the children responded well to the discussions which ensued.

Following the showing of a film entitled "Jamie--The Story of a Sibling" a short questionnaire was distributed to the students for their reaction. The film was the story of a ten year old boy who had an older teenage sister and a smaller six year old brother. The story portrayed Jamie as being the scapegoat in the family who always took the brunt in family differences. The results of this questionnaire are included in the evaluation.

The reactions among teachers for group guidance were mixed. Some felt it was a good service for children while others felt it was of minimal value

One teacher wrote an evaluation of the group sessions as follows: "The children greatly enjoyed the sessions when the elementary guidance person worked with the entire group. However, I saw little change in their actions because of these meetings. I feel these children are too sophisticated for such a program. During the sessions they repeat all the 'right answers'; in practice their actions belie their belief of these principles."

Another teacher chose not to participate in the group guidance program. The counselor felt this teacher conducted "group guidance" as part of her regular program.

Most of the teachers at the University School are sufficiently guidance oriented to provide a "continuous atmosphere" of group guidance. It is felt that group guidance provided by the elementary school counselor is not high on the priority list of services rendered.

P. Special Services

Kent State University School has ready access to special services. Various departments within the University provide diagnostic and therapeutic services for the community. Some of these are: Child Study Center, Speech and Hearing Clinic, Guidance Laboratory and Psychological Clinic. The counselor worked closely with these areas by making referrals when necessary. He consulted them for follow-up and remedial help where such was needed.

The counselor also provided liason with other professional people in the community when a referral was necessary. These included pediatricians, neurologists, optometrists, psychiatrists, and ministers.

The counselor worked closely with the Kent City School District helping to place children in classes best suited for their needs. Several children who were identified as having neurological problems were referred to the Kent City School District for placement in classes for neurologically handicapped.

Q. Miscellaneous

The preceding areas have constituted the primary responsibilities of the counselor during this year at Kent State University School. There are, however, other lesser areas of involvement which should be noted.

During the winter quarter the counselor was asked by the secondary home economics teacher to assist her in a project with juniors and seniors. These students were studying a unit in "Home and Family." She wanted them to have experience in working with, observing and understanding first grade children. The counselor, first grade teacher, and home economics teacher worked together in providing meaningful experiences for these students.

The counselor spoke at the Kent Area School Psychologist Workshop on the subject of "group counseling in the elementary grades" early in the school year.

During the winter and spring quarters the counselor served as a member of the Guidance Council which met every two weeks to design a teacher guidance program for the secondary school.

The counselor was also involved in producing a video-tape of a counseling session with a six grade boy. This was one of several ways in which the counselor was involved with the counselor training program at Kent State University School.

The counselor did some writing for professional journals

in areas related to elementary guidance. The article entitled "A Differential Approach to Elementary Guidance" was published in Elementary School Guidance and Counseling in the fall of 1966. This same article was selected by the editor of this periodical to include in a book of readings in elementary school guidance which he is compiling. The article entitled "A Review of Literature for Teachers" has been accepted for publication in the same journal.

EVALUATION

A. Every Pupil Project

Every child in grades two to six was given the opportunity to visit the counselor at some time during the year. During the last two weeks of the school year an open-ended questionnaire (attachment A) was given to each child to respond according to his feelings about his contact with the counselor. No differentiation was made between the responses of students who had seen the counselor for other reasons and those who had seen the counselor only as part of the every pupil visit. A graduate assistant administered the questionnaire.

Significant detailed data were collected from this questionnaire. Numerous graphs and tables have been developed which are not included in this report because of space. The following summary discusses some of the most pertinent responses.

There was an increasing number of varied responses with each higher grade level. To illustrate, one question received 15 different answers from the sixth grade class of 30 pupils. This suggests the possibility of several things. Higher grade pupils express themselves with more divergent thinking: there is less stereotype thinking among older pupils: the image of the counselor means more things to older pupils: the contact of the counselor was of a different nature in different classes: the image which the teacher has of the counselor may influence the way the pupils think: because lower grade children may not

express themselves as fluently, they tend to provide written responses with more constriction.

The overwhelming majority of students expressed the desire to talk with the counselor. Many did not specify a topic, but a large number indicated specific concerns such as 'worries, fingernails, sister, summer school, friends, animals' etc. Only three pupils did not indicate a desire to talk with the counselor.

Approximately one-half of the students (65) indicated it seemed most natural to talk to the counselor if they have a problem at school. About one-fourth (28) of the students indicated parents, and nine indicated teachers. Another 13 indicated teacher in combination with either parents or counselor.

Question number four read, "It seems as though the counselor talks most with...". Only 17 of 113 responses answered this question with 'troubled people, those with problems, bad kids, or those who cause trouble'. However, on question five which read, "Most of the children who talk to the counselor are...", about one-half (53) answered with responses of that nature. It appears as though the image of the counselor as working with problem children prevails among 50 percent of the pupils, and this raises the question as to how much influence the "every pupil visit" had in changing the image of the counselor. There is really no way of determining this.

With each higher grade level beyond grade two, there was an increasing number of responses indicating that a counselor can be either a man or woman. The lower grades accept the status quo (a man) as the one who ought to be the counselor, and the upper grades seem to realize that the counselor can be man or woman.

The majority of students indicated they talked most about themselves when visiting with the counselor rather than talking about friends, family or teacher.

The last question ask the students to chose one of five responses to "The counselor can help me most by...". The majority of students feel the counselor should give advice. This would seem to be consistent with the image elementary children have of most adults.

One of the questions that should be ask in reference to the reactions given by the students, is whether the answers reflect the way this counselor functioned at the University School, or are there wider implications for how elementary children in general react to elementary guidance services in other schools. Perhaps this question could be answered with a similar study in another system.

B. Parent Consultation

An attempt was made at the end of the school year to have parents who had any contact with the elementary school counselor

during the past two years complete a form evaluating the elementary guidance services. The counselor compiled the list of parents by going through his files and identifying all parents with whom he had contact. The form (attachment B) was mailed to the home with a return envelope and a letter explaining the purposes of the evaluation.

The forms returned to date represent approximately one-third of the forms mailed to parents, although some are still being received.

The first item on the form ask parents to indicate the nature of the contact with the counselor. The results are as follows:

1. 19 Test interpretation
2. 9 Learning problems
3. 9 Child study or discussion groups
4. 8 Teacher-child relations
5. 8 Information
6. 7 Parent-child relations
7. 5 Peer-relations
8. 4 General orientation meetings
9. 3 Discipline or conduct
10. 1 Other

It is noted from these results that the largest single reason for the contact with the counselor was test interpretation. However, since more than one response was permitted, most parents who checked test interpretation checked one or more other categories as well. Only three of the 19 who checked test interpretation checked no other category. This suggests that test interpretation to individual parents is a much used service

which often accompanies a conference even when there are other reasons for the counselor-parent contact.

The individual checked most frequently as initiating the conference with the counselor was the parent himself with 16 self-initiated contacts. The counselor ranked second with 12, and the teacher ranked third with 8. The pattern of referral source is clearly with the parent, counselor, and teacher.

Four of the questions on the evaluation form were measured with a rating scale of 1-10.

1. Degree of satisfaction with the information I received from the counselor: four responses gave a rating of five, three responses gave a rating of seven, five responses gave a rating of eight, two responses gave a rating of nine, and 13 responses gave a rating of ten. The average rating for this question was 8.5.
2. The degree to which I felt this contact helped me understand my child:

<u>Rating</u>	<u>Number of Responses</u>
2 (little help)	1
3	1
5	1
6	2
7	3
8	3
9	2
10 (much help)	13

The mean response rating to this question was 8.2.

3. The degree of satisfaction with the counselor's follow-up when I requested assistance:

<u>Rating</u>	<u>Number of Responses</u>
1 (none)	1
5	2
6	1
8	1
10 (high)	5

The mean response rating to this question was 7.5. Fourteen of the returns indicated this question did not apply.

4. My feeling that elementary guidance services should be continued:

<u>Rating</u>	<u>Number of Responses</u>
1 (should be discontinued)	1
5 (no preference)	3
7	4
8	1
10 (feel strongly it should be continued)	17

The mean response rating to this question was 8.5.

There was an average of 3.7 contacts per parent with the elementary counselor of those parents who responded. It is apparent that those parents who had the most contacts with the counselor were the ones who responded to the questionnaires.

One question was designed to learn if parents preferred that the elementary school counselor should be a man or woman. Thirteen responded by saying that the counselor should be a man. Thirteen responded that the counselor could be either. One said he did not know. Several had very strong feelings that the counselor should be a man since there are so many women

already in the elementary schools.

The overwhelming majority of parents feel that the most valuable contribution of elementary school guidance services for children is helping individual children with adjustment. Their second choice is that of serving as a resource to parents.

Parents feel elementary guidance can be of greatest value to parents by "providing conferences about my child". Their second choice is "providing counseling for my child".

The last item on the evaluation requested the parent to list his major reservation or criticism about elementary guidance services. Six responses were positive comments, eight indicated "none" 13 left it blank, and only one responded with a criticism that he "felt the counselor recommended beyond his training".

In summary of this questionnaire, it is concluded that those who responded to this evaluation form were for the most part favorably disposed toward elementary guidance services. A wide range of problems or causes of contact were reported with the greatest number self-initiated. Parents tended in the direction of being highly satisfied with their contacts with the counselor and the help they received. The large majority of parents feel strongly that elementary guidance services should be continued. The returns revealed mixed feelings about the sex of the counselor. One-half of those who responded feel that the counselor should definitely be a man, and the other

half feel he can be either man or woman. No one indicated it should definitely be a woman.

Parents view the elementary school counselor as working primarily with children who have adjustment problems. They feel the greatest service to parents is providing individual conferences for the parents when information can be shared and concerns discussed.

On the basis of this evaluation it is concluded that the counselor's contacts with parents have been both effective and appreciated.

C. Child Study Groups

The Child Study Groups were composed of 18 parents (mothers) who had children in kindergarten, first, or second grade. The groups met one hour per week for a six week period to exchange ideas about children. Each mother was ask to fill out an evaluation sheet at the conclusion of the six week period (attachment C). The evaluation form was organized into seven different areas according to the following:

1. Reading Materials

The counselor distributed reading material to group members for their use. Their feeling about the reading material was reported as follows:

- 88% - labeled the reading material as appropriate
- 88% - felt the reading material should have been discussed more frequently
- 72% - expressed the feeling that more reading material on parent-child relations should have been distributed

100% - indicated the reading material changed their way of thinking about some issues, gave them a greater understanding of children, or influenced their own child rearing practices

2. Discussion

The parents were involved in sessions that were primarily discussion periods. The reading materials or concerns brought by the members served as the basis for these discussions. In order to evaluate the sessions, eight questions were asked with which participants were to agree, disagree, or indicate lack of a position.

There was unanimous response of disagreement to the following statements:

1. The discussions were too stilted
2. I felt the discussions were too superficial
3. I think the small size of the group was a disadvantage rather than an advantage
4. The discussions were not relevant to my own interests
5. The discussions should have been more organized

One of the ten indicated she felt there should have been more direction from the leader. The other nine disagreed.

The overall rating of the discussion periods was:

poor	-	0
average	-	0
good	-	2
excellent	-	1
superior	-	2

One parent did not respond to this item.

3. Film

Five criteria were used to evaluate the film with each

shown. Parents were ask to rate each criterion on a five point scale from 1-5. One represented the lowest in the undesirable direction and five represented the highest in the desirable direction. The areas evaluated were:

<u>Criterion</u>	<u>Average Rating</u>
Film content	4.5
Length of film	4.5
Film affect	4.0
Educational quality	4.2
Discussion given to film	4.0

4. Leader

The group members were asked to rate the leader according to the following areas on a five point scale:

<u>Area Evaluated</u>	<u>Average Rating</u>
1. Competency for directing small group parent discussion	4.8
2. Availability for discussion, overtime, and accessibility	4.6
3. Resourcefulness	4.2
4. Personableness	4.9
5. Leadership ability	4.6
6. Bias	4.7

8. Facilities and Convenience

The majority of members felt the time of the day was good, the place of meeting was suitable, the length of session was first right, but that parking was terrible.

6. Resource People

Half of the parents felt the administrator was the most helpful resource person who spoke to the group and half of the parents felt the teachers were the most helpful.

7. Participants

Several questions were ask regarding the participants in the group. The results are as follows:

- 75% - felt the size of the group was just right
- 60% - indicated personal involvement was fairly easy
- 90% - felt the sessions were more meaningful without the husbands
- 0% - felt school staff members should have attended regularly
- 90% - indicated the contribution of group members was helpful to them (10% indicated it was not significant)
- 80% - felt the group was accepting and understanding

A concluding question asked the participants to report their feelings about the School providing the child study groups experience again.

definitely should not		definitely should
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- 90% - rated their feelings at five
- 10% - rated their feelings at four

In conclusion, it may be stated that the child study group experience planned and coordinated by the elementary school counselor was very well received and appreciated by those who participated. Some comments written on the evaluation sheets are included to convey the feelings of some of the parents.

"I enjoyed the group. The discussions increased my understanding of child behavior and broadened my viewpoint."

"As a mother, anything I can learn that will make my job easier and better, that will make me aware of my shortcomings and assets, that will help me avoid situations I have no answer for, that will make me a more understanding parent and partner, is of interest to me and I'll find time for."

"It was difficult at first to find a common base of interest. After the group became better acquainted we were more able to discuss things meaningfully. Perhaps the six-week session was too short. Maybe a longer session at a less busy period would be more helpful."

"I hope there will always be an elementary counselor hired on a full time basis at the University School."

D. Human Relations

The human relations project with seventh grade girls was evaluated by their teachers and the girls themselves.

The counselor used a sensitivity training approach in working with these girls. At the end of the 12 week period a questionnaire (attachment D) was given to each girl for her evaluation of the interaction among the girls and her own feelings toward the sessions. The following results are reported as the most significant responses from the girls:

- 10% - usually looked forward to human relations
- 17% - learned more about myself during these classes
- 64% - made some changes in my attitudes as a result of this class
- 31% - discovered how other girls felt toward me
- 31% - talk more freely to my peers now than before the class started
- 64% - feel my circle of friends became larger as a result of these classes
- 17% - liked this class

- 43% - some of my behavior has changed as a result of this class
- 50% - think teachers and students would understand each other better if they would talk more openly as was done in human relations
- 43% - I am better accepted by my classmates now than before the human relations class started
- 40% - talk more freely to peers at the end of the period than before

Two questions which had low percentage of positive responses were:

- 21% - I feel more free to talk to the counselor since these classes
- 14% - I talk more freely and openly with my parents now than before the human relations class started

Although the latter response of these two questions may have been predicted, the direction of the responses to the first question was not anticipated. It may be conjectured that many of the girls felt less free to talk to the counselor after the 12 week period because of the nature of personal involvement for many of them. It is an interesting observation that for about eight weeks after the conclusion of human relations, none of the girls visited the counselor for any reasons. However, after this eight week period they began coming on their own to discuss problems or to receive information from the counselor.

About half way through the human relations project the teachers were sent a rating sheet (attachment D1) to complete relative to the girls as a class group rather than for each individual girl. Since the difficulties had been identified as

group problems, it was decided to evaluate progress as a group.

The rating scale provided five levels of evaluation from one to five. The teachers were asked to circle the number corresponding to their evaluation of the group "now" compared with "two months ago", or before the human relations sessions began.

The descriptive rating of each number was represented as follows:

<u>Rating</u>	<u>Meaning</u>
1	much worse
2	some worse
3	the same
4	some improvement
5	much improvement

The mean rating on each area is listed below:

<u>Area</u>	<u>Mean Rating of Teacher</u>
cooperation	3.5
study habits	2.8
peer relations	3.5
dependability	2.6
truthfulness	3.4
academic work	3.0
attitudes toward teachers	3.7
acceptance of others	3.7

It is noted that out of the eight areas evaluated there was improvement in five areas, no improvement in one area, and a decrease in rating in two areas. It is also noted that the two areas with the most improvement were in the areas of interpersonal relations.

Although improvement was not great in any area, there

seemed to be some improvement in the way teachers rated students. At the end of the school year, subjective comments were made to the counselor that the girls seemed to have made significant progress in academic work, peer relations, and attitudes toward adults.

E. Teacher Consultation

At the close of the school year an open ended evaluation sheet was sent to each elementary and junior high teacher asking for reactions to the elementary guidance program (attachment E). They were asked to make an evaluative statement regarding the strengths and weaknesses of the program with a section provided for any additional comments.

Approximately 15 sheets were distributed with 10 returned. The results are reported according to the three areas requested from teachers.

STRENGTHS

One of the elements of the program identified as a strength was the fact that a male figure was serving as the counselor. Several teachers expressed the need for children to have this kind of adult available to the children who needed a father figure or male image with whom to relate.

Another teacher identified as a strength the counselor's involvement with parents. They indicated that it alleviated some of the pressure upon them when the counselor worked closely with parents, and also that good support existed between the

counselor and parents. Several of the teachers also commented that good rapport existed between the counselor and students.

Another strength was identified as the availability of the counselor to discuss, listen and share with the teachers information, ideas and concerns related to children. Some teachers commented on the thorough and complete follow-up on a referral when a child needed help of some kind. Matters were given prompt attention with good follow through.

One teacher reported that working with the seventh grade girls was "the height of success". He indicated how much improvement he had noticed as a result of the human relations experience.

WEAKNESSES

One of the weaknesses mentioned by several teachers was that there needed to be more inservice training for teachers and more involvement with teachers. It was the feeling by some that there was no clear modus operandi in working with teachers and that more staffing should be done when the guidance counselor and teachers would meet to discuss children and their problems. It is noted from these remarks that teachers do feel dependent upon the counselor as a resource in helping them with specific problems. This is a very encouraging sign and is noted as a recommendation for next year.

Several other weaknesses mentioned by teachers included

statements that records in the guidance office were too guarded and unavailable to teachers, not enough feed back on students, more group work was needed, and that teachers were not using or were misusing the services of the counselor.

ADDITIONAL COMMENTS

Additional comments were added by some teachers to the evaluation sheets. One teacher felt that more work needed to be done with grades six, seven, and eight. Another teacher commented that a remedial reading teacher was more necessary than a guidance counselor. Another comment was made that every student admitted to the school should go through a screening procedure to protect the school from deviant children. This teacher noted that every new pupil in her room this year had some kind of a problem.

Another teacher made the comment "I feel the present elementary guidance program has made a tremendous difference in our school".

In summary, it is noted that nearly all teachers have accepted elementary guidance as a very important part of the school program. They feel they have profited from it and that parents and pupils have received significant help. The greatest need for suggested change is that a more systematic program be developed for involving teachers. As elementary guidance enters its third year at University School, it is recommended that

careful planning be given to a greater involvement with teachers.

F. Behavior Rating

An attempt was made to rate every child in the elementary school according to a ten point scale. This was done at two different times during the school year. The first rating was made by the teacher in the fall and the second was made at the end of the school year. It was the purpose in using this scale to determine whether or not any significant change in rating was made by the teacher the second time for students who received any kind of special assistance or counseling during the year compared with those who did not receive special help.

An examination of the rating sheets for one group of boys who participated in group counseling for 16 weeks revealed significantly more positive gains and significantly less negative loss in ratings than the rest of the class. The details are reported in section G of the evaluation section of this report.

G. Group Counseling

Five boys from the fourth grade were identified by the teacher and the counselor as having a low self-concept. These boys were seen once a week for 16 weeks by the counselor in a group counseling situation between February and May.

These boys along with the rest of the class were rated on a behavior scale in 16 different areas as were all students in

the elementary grades. The rating scale ranged from 0-10 with the highest number representing the ideal behavior pattern for that particular area. At the end of the school year, each student was rated again by the teacher. After all rating sheets were returned to the counselor at the end of the year the average number of positive and negative gains and losses were computed for the class. The average number of points gained for the class was 3.8 points. The average number of points lost for the class was 6.0. When the counselor selected the rating sheets of those with whom he worked over the 16 week period and computed the average for them, it turned out there was an average gain of 14.0 points and an average loss of only 2.8 points. This represents significant overall progress. However, a significant finding was that in the area of "self-image", the area in which the boys were originally judged to be low, there appeared only a .6 point gain over the class average for the same area. This finding suggests that group counseling produced significant generalized results in many areas rather than in just the area where they were identified as being weakest. This has implications for counseling which suggests that the value of counseling diffuses into many areas, not just in one or two.

H. Counselor Load Analysis (attachment H)

A log of the number and types of contacts was maintained

by the counselor during the year. It was a difficult task to keep precise records of how time was used. The percentages reported below represent a best estimate of the proportion of time devoted to each activity.

<u>Service</u>	<u>Percentage of Time</u>
Individual Counseling	25
Group Counseling	15
Parent Conferences	10
Teacher Consultation	10
Child Study Groups	5
Kindergarten Program	5
Testing	5
Coordinating Special Services	5
Preparation of "Insights"	5
Records	5
Miscellaneous	<u>10</u>
	100%

As was mentioned elsewhere in this report, the total number of parent contacts doubled over the previous year with a total of 85 parent conferences during the 1966-67 school year.

A total of 55 teacher conferences were recorded, 161 student contacts (besides the every pupil project), and 14 other conferences which included personnel from other schools, graduate students, and several high school and college students.

It is difficult to make an evaluation of the best way for

a counselor to distribute his time. There are many variables which influence time distribution such as demands made by teachers and parents, number of self-referrals, requests for special consultation, and areas which the counselor himself feels are important. Only as elementary guidance is defined and implemented in each school district, will an appropriate distribution of time and services be experienced.

It had been indicated that an attempt would be made to evaluate the effectiveness of various uses of counselor's time through statistical procedures designed to determine a "best mix". Consultation with research specialists and efforts to develop such an evaluation indicated the number of variables and lack of adequate quantitative criteria for the effects of counselor effort made statistical treatment inappropriate.

CONCLUSIONS AND RECOMMENDATIONS

Kent State University School has completed its second year with a full time elementary guidance counselor. The original proposal called for "comprehensive guidance services" to be demonstrated. During the past two years these services have evolved and changed according to the sensed needs of the School.

Elementary school guidance services have been accepted and appreciated by the majority of parents and teachers as a significant and necessary part of the elementary school program. Some of the areas of activity that have resulted in the identification of elementary school guidance and counseling as an integral part of the program are discussed in the following paragraphs.

Much work has been done with the primary grades in early identification of student needs, sources of potential problems, and the provision of remedial help by the teacher or specialists. Group counseling and group play sessions have been used in helping children attain improved social adjustment. The counselor spent much time with kindergarten children and their parents in order to help them understand the potential of the child and the opportunities provided by the School.

Elementary school guidance services included a strong emphasis on serving as a resource to parents by providing experiences in the study of children and their developmental needs. Reading material was also distributed to parents as a means of assisting them in learning more about child behavior and child-parent relationships.

Teachers have expressed appreciation for the consultative services available to them. Requests have been made by teachers for continuing inservice training.

A beginning was made in providing greater opportunities for guidance and counseling for the seventh and eighth grade students. A greater emphasis needs to be placed in working with seventh and eighth grade students in helping them to prepare for the high school experience. There was consensus among teachers that the limited counseling and guidance provided junior high school students was useful. Much more such assistance is needed.

Significant progress was observed in those early elementary school children who participated in a perceptual training program during the latter part of the school year. From this experience it is recommended that the school continue to explore the potential of this kind of program where early identification of perceptual weaknesses will make it possible to plan a program which will strengthen

the academic base, and consequently the total adjustment of the child.

Elementary school guidance at the University School has by no means reached its zenith in service. As it continues to evolve, adjust, modify, and adapt to the needs of those whom it serves, it will continue to strengthen the base upon which child development takes place.

Perhaps the words of one teacher are apropos as she expressed her feeling about elementary guidance when she said, "Elementary guidance has made a tremendous improvement in this school." If this could not be said, the question should rightfully be raised, "Should elementary guidance be continued?"

As a result of the experiences during the past two years, certain changes in the structure and direction of the elementary school guidance program seem desirable. The nature of the changes and the basis for the changes will be described in the following paragraphs.

The size of the school and funding available presently limit the number of counselors that can be employed to two. It is believed desirable to have both a man and a woman available as counselors in all grades. It is also believed desirable to have a guidance and counseling program that is continuous in grades kindergarten through

twelve. Since the total enrollment of the University School is 750, the two counselors will share responsibility for counseling in grades K-12. One counselor will have primary responsibility for programs in grades K through 8. The other counselor will have primary responsibility for program in grades 9 through 12.

It is believed imperative that the University School obtain the services of a school psychologist and school social worker. While the greatest amount of the counselor's time was spent in activities that were of value in enhancing the development of all students, parents and teachers were constantly seeking help for students with more extreme problems and needs than the counselor's training, time and role description would make possible for him to provide. It is believed that an elementary school counselor will be able to function in a way that serves all students only when appropriate services are available to serve the needs of students whose problems disrupt the classroom and interfere with the provision of an environment that permits and encourages optimum growth among all students.

It is believed to be desirable to continue and extend the contact between the counselor and groups of parents, particularly in the early grades. It is possible that this program may be extended to include the participation

of teachers. Values obtained include helping parents gain improved understanding of their child, the school and the effects of parent behavior on both.

The Elementary School Guidance Project at Kent State University School will be discontinued with the 1966-67 school year. This does not mean that elementary school guidance and counseling will be discontinued. Instead, it indicates that the program has become an integral part of the school's total effort. As such, it is financed entirely by the funds provided for the operation of the school. Elementary school guidance and counseling will continue to grow and develop, but no longer as a temporary project.

ATTACHMENT A

STUDENT OPINION SHEET

Each of you visited the elementary counselor at least once during the school year. You are asked to complete the following statements based on your experiences with the counselor.

1. When I visited the counselor I felt _____

2. I wish I could have talked to the counselor _____

3. If I have a problem at school it seems most natural to talk to _____

4. It seems as though the counselor talks most with _____

5. Most children who see the counselor are _____

6. When I visited the counselor the time seemed _____

7. It seems as though the counselor ought to be:

____man ____woman ____it doesn't matter if it's a man or woman

ATTACHMENT A
(continued)

8. Most of the counselor's time is used by:

- ☐ giving tests
- ☐ talking to children
- ☐ talking to parents
- ☐ talking to teachers
- ☐ writing reports

9. When I visited the counselor's office I talked most about:

- | | |
|-------------------------------------|--------------------------------------|
| ☐ myself | ☐ my family |
| ☐ my friends | ☐ my teachers |

10. The counselor can help me most by:

- ☐ listening to me
- ☐ giving me advice
- ☐ talking to my teachers
- ☐ talking to my parents
- ☐ getting me out of trouble

ATTACHMENT B

The University School is now completing its second year with a full time elementary school guidance counselor. We are interested in having all parents who have had some kind of contact with the counselor or his services to make an evaluation of the contacts and report back to the University School. Would you kindly complete the form below and return in the enclosed envelop.

I. Nature of contact regarding your child (check as many as are appropriate)

- A. ☐ Test interpretation
- B. ☐ Learning problem
- C. ☐ Teacher-child relations
- D. ☐ Peer-relations
- E. ☐ Discipline or conduct
- F. ☐ Information
- G. ☐ Child study or discussion groups
- H. ☐ General orientation meeting
- I. ☐ Parent-child relations
- J. ☐ Other (please identify)

II. Source of Referral to Counselor (What prompted your contact with the counselor? Check as many as are appropriate)

- | | |
|---|--|
| ☐ self initiated | ☐ school administration |
| ☐ teacher referral | ☐ physician |
| ☐ counselor initiated | ☐ child |
| ☐ another parent or friend | ☐ other |

ATTACHMENT B
(continued)

PARENT EVALUATION SHEET

1. Degree of satisfaction with the information I received from the counselor:

None					Moderate						High
	1	2	3	4	5	6	7	8	9	10	

2. The degree to which I felt this contact helped me understand my child:

No help										Much Help
	1	2	3	4	5	6	7	8	9	10

3. The degree of satisfaction with the counselor's follow-up when I requested assistance:

None										High	Does Not Apply
	1	2	3	4	5	6	7	8	9	10	0

4. The estimated number of contacts with the elementary counselor:
(phone, personal, or group)

___1___ 2 ___3___ 4 ___5___ 6 ___7 or more

5. The contact was: (check all that are appropriate)

individual small group large group

6. My feeling that elementary guidance services should be continued:

feel strongly it should be discontinued					no preference					feel strongly it should be continued
	1	2	3	4	5	6	7	8	9	10

7. I think an elementary school counselor should be:

___man___ ___woman___ ___either___

ATTACHMENT B
(continued)

8. I feel the most valuable contribution of elementary school guidance services for children is: (please rank 1st, 2nd and 3rd choices)

___ providing test information

___ resource to parents

___ resource to teachers

___ helping individual children with adjustment

___ working with groups of children

Other _____

9. I feel elementary guidance can be of greatest value to parents by: (please rank 1st and 2nd choices)

___ providing reading material

___ conducting parent discussion groups

___ individual conferences about my child

___ providing counseling for my child

___ providing me with test information

10. My major reservation or criticism about elementary guidance services is:

ATTACHMENT C

Elementary Guidance Project

May 8, 1967

EVALUATION OF THE CHILD STUDY GROUPS

A. Reading Materials (please underline your response)

1. Reading materials distributed during the sessions were:
too technical - inappropriate - appropriate - very appropriate
2. I think we should have discussed the reading material:
more frequently - less frequently - satisfied as was
3. There should have been more reading material on:
child rearing - parent-child relation - discipline - other
4. I feel the reading material affected me in the following way:
(check as many as are appropriate for you)
☐ changed my way of thinking about some issues
☐ gave me a greater understanding of children
☐ influenced certain areas of my own child rearing practices
☐ did not significantly affect me
Other comment: _____

5. There should have been more continuity to the reading material:
agree - disagree

B. Discussion (please circle appropriate answer)

- | | |
|------------------|--|
| agree ? disagree | 1. The discussions were too stilted. |
| agree ? disagree | 2. There should have been more direction from the leader. |
| agree ? disagree | 3. I felt the discussions were very satisfactory as they were. |
| agree ? disagree | 4. I felt the discussions were too superficial |
| agree ? disagree | 5. I think the small size of the group was a disadvantage rather than an advantage for discussion. |
| agree ? disagree | 6. The discussions were not relevant to my own interests. |
| agree ? disagree | 7. The discussions should have been more organized. |
| | 8. My overall rating of the discussions is: |
| | poor average good excellent superior |

ATTACHMENT C
(continued)

C. Films (please circle the number corresponding to the direction of your evaluation)

1. Content:

poor

1 2 3 4 5

excellent

2. Length of films:

too long

1 2 3 4 5

just right

3. Film affect:

very little
influence on me

1 2 3 4 5

influenced my thinking
and practice greatly

4. Entertainment:

films only
entertaining

1 2 3 4 5

films definitely
educational

5. Discussion on films:

too little

1 2 3 4 5

just right

D. Leader (please rate the leader on a scale from 1-5. One represents "lowest" and five represents "highest")

1. Competency for this responsibility of directing a small parent group discussion:

did not appear
knowledgable
about child areas

1 2 3 4 5

seemed to be very
knowledgable about
child areas

2. Availability:

seemed rushed,
late, in a hurry

1 2 3 4 5

available for over-
time and easily
accessible

3. Resourcefulness:

gave us
few ideas

1 2 3 4 5

provided many
ideas

4. Personableness:

a difficult
person to talk
to about children

1 2 3 4 5

easy to talk with
about children

5. Leadership:

poor leader

1 2 3 4 5

excellent leader

6. Bias:

very biased

1 2 3 4 5

open minded

ATTACHMENT C
(continued)

E. Facilities and Convenience

1. Time of day:

poor

1 2 3 4 5 excellent

2. Place of meeting:

room size,
arrangement
atmosphere
poor

1 2 3 4 5 excellent

3. Length of session:

(please check) ☐ too short
☐ too long

1 2 3 4 5 perfect

4. Parking convenience:

terrible

1 2 3 4 5 excellent

F. Resource People

1. We should have had resource people meet with our group:

more frequently less frequently as is

2. The resource people most helpful to me:

administrator teachers

3. The contact with the resource people did for me the following:

- ☐ greater appreciation for them personally
- ☐ helped me better understand the philosophy of the school
- ☐ provided with me more insight about children
- ☐ their contribution was interesting but not significant

ATTACHMENT C
(continued)

G. Participants

1. The group was:

too small just right too large

2. Personal involvement for me was:

difficult threatening fairly easy very easy

3. I feel the group would have been more meaningful if husbands were present:

yes no

4. I feel more of the staff such as teachers, administrators, etc., should have attended regularly:

Yes no

5. The contribution of group members was:

☐ helpful to me
☐ too limited
☐ too personal
☐ not significant

6. When talking about my own family:

☐ I was embarrassed
☐ It was helpful to me
☐ I felt threatened
☐ I felt the group was accepting and understanding
☐ I wish I would have done more of it
☐ I had no need to talk about my own family

7. The one session which stands out most in my mind is:

8. The major suggestion for improving this kind of experience is:

9. My feeling about the School providing Child Study Group experience again:

definitely
should not

definitely
should

1 2 3 4 5

10. Additional Comments:

ATTACHMENT D

DATE _____

EVALUATION OF HUMAN RELATIONS CLASS BY SEVENTH GRADE GIRLS

Please respond to the questions in an honest manner and according to the way you think.

	YES	NOT SURE	NO	
1.	_____	_____	_____	I usually looked forward to human relations.
2.	_____	_____	_____	I learned more about myself during these classes.
3.	_____	_____	_____	I made some changes in my attitudes as a result of this class.
4.	_____	_____	_____	It was more a time to goof off than anything else.
5.	_____	_____	_____	I discovered how other girls felt toward me.
6.	_____	_____	_____	I think we got away with too much in this class.
7.	_____	_____	_____	I talk more freely to my peers now than before the class started.
8.	_____	_____	_____	I had a good feeling when others talked about me.
9.	_____	_____	_____	I feel my circle of friends became larger as a result of these classes.
10.	_____	_____	_____	I had my feelings hurt in this class.
11.	_____	_____	_____	I would like to continue human relations.
12.	_____	_____	_____	I think my grades improved as a result of this class.
13.	_____	_____	_____	I think there should have been more discipline in this class.
14.	_____	_____	_____	My parents asked me what this class was about.
15.	_____	_____	_____	I liked this class.
16.	_____	_____	_____	I wish the group would have talked about me more often.

ATTACHMENT D
(continued)

- | | YES | NOT
SURE | NO | |
|-----|-------|-------------|-------|---|
| 17. | _____ | _____ | _____ | I think we are able to talk about the things we did without being in human relations class. |
| 18. | _____ | _____ | _____ | Some of my behavior has changed as a result of this class. |
| 19. | _____ | _____ | _____ | I feel more free to talk to the counselor since these classes. |
| 20. | _____ | _____ | _____ | I think teachers and students would understand each other better if they would talk more openly as was done in human relations. |
| 21. | _____ | _____ | _____ | I talk more freely and openly to my parents now than before the human relations class started. |
| 22. | _____ | _____ | _____ | I am better accepted by my classmates now than before human relations started. |
| 23. | | | | The thing I liked best about this class was _____
_____. |
| 24. | | | | The thing I liked least about this class was _____
_____. |
| 25. | | | | Human relations class could be improved by _____
_____. |

You may sign your name if you wish, but it is not necessary.

ATTACHMENT D¹

Please circle the number corresponding to your evaluation to the "group" now in comparison with your evaluation two months ago.

	worse		same	improvement	
	1	2	3	4	5
cooperation					
study habits	1	2	3	4	5
peer relations	1	2	3	4	5
dependability	1	2	3	4	5
truthfulness	1	2	3	4	5
academic work	1	2	3	4	5
attitudes toward teachers	1	2	3	4	5
acceptance of others	1	2	3	4	5

_____ I think we should have another staffing on this problem.

_____ I do not think we need another staffing on this problem.

ATTACHMENT E

TO: Elementary and Junior High Teachers
FROM: Marion J. Heisey
SUBJECT: Evaluation of Elementary Guidance

6/1/67

Would you kindly make an evaluative statement regarding the strengths and weaknesses of the elementary guidance program on the basis of your experiences at the University School. Please return to Mrs. Crater or place in my mailbox.

STRENGTHS

WEAKNESSES

ADDITIONAL COMMENTS..

ATTACHMENT F

STUDENT BEHAVIOR SCALE

Please report your best estimate of the behavior of the student named above, on the rating scale below. Circle the number which reflects your best estimate.

Distractability	Easily distracted	012345678910
		Capable of sustained work
Attention Span	Short	012345678910
		Normal
Socialization	Few or no friends	012345678910
		Well liked
Problem Attack	Will not attempt new tasks	012345678910
		Attacks new tasks easily
Physical Behavior	Hyperactivity	012345678910
		Can sit quietly for long periods of time
Energy Level	Lethargic	012345678910
		Energetic
Emotional Reaction	Highly excitable	012345678910
		Stable
Dependability	Irresponsible	012345678910
		Accepts responsibility
Truthfulness	Distorts, evades, exaggerates	012345678910
		Reports realistically
Self Image	Sees himself as a failure	012345678910
		Feels himself to be significantly worthy
Health	Appears in poor health	012345678910
		Seldom or never ill

ATTACHMENT H

Interview No. _____ Date _____ Name _____ Session Time _____

Subject:

____ Parent
 ____ Teacher
 ____ Student
 ____ Other

____ Boy
 ____ Girl

Referral Source:

____ Teacher
 ____ Parent
 ____ Child
 ____ Counselor
 ____ Administrator
 ____ Other _____

____ Father
 ____ Mother
 ____ Both Parents

____ Individual Session
 ____ Group Session

Interview Classification:

____ Testing
 ____ Counseling

____ Academic
 accelerated
 ____ delayed
 ____ Behavior Control
 at home
 ____ at school
 ____ Test Interpretation
 ____ Inadequate Socialization Patterns
 ____ Special Project
 ____ Child Rearing Practices
 ____ Parent-Child Relations
 ____ Teacher-Child Relations
 ____ Peer-Relations
 ____ Other

Grade
 ____ K
 ____ One
 ____ Two
 ____ Three
 ____ Four
 ____ Five
 ____ Six
 ____ Seven
 ____ Eight

Source of Problem:

____ Inadequate Self Concept
 ____ Physical
 ____ Developmental Lag
 ____ Immaturity
 ____ Lack of Information
 ____ Faulty Child-Parent Relationships
 rejection
 ____ sibling rivalry
 ____ overprotection
 ____ marital discord
 ____ faulty discipline
 ____ neurotic parents
 ____ perfectionism
 ____ inadequate role model

COMMENTS:
